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as modern should be so widely discussed by teachers. There is, of course, nothing essentially new in the method, however many people may be ignorant of it. Latin was not so long ago the common speech of educated men. And such usage has not yet wholly ceased. Even Americans sometimes (though I fear they are few) find themselves able to converse in Latin with foreign scholars. There has also been more or less continuity in the use of spoken Latin in educational institutions. I happen to know of a theological seminary in Montreal where all the lectures were in Latin; there must be a considerable number of such institutions in other parts of the world.

There has, of course, been much more than mere discussion of this question. Serious attempts have been and are being made to reintroduce in practice the Direct Method. Dr. Myogorossy Arcade, or, as his name has been latinized, Arcadius Avellanus, has for some twenty years been attempting to introduce it in practical form, with success, unfortunately, not at all proportionate to the merits of the cause. His method for beginners, *Palaestra*, shows that he has practical sense and skill in the application of the method.

A combination of causes, however, has made much more conspicuous, and effective in arousing interest, the attempt lately made in the series of books called *Lingua Latina*, by Messrs. Rouse, Andrew, and others in England. They have had, happily, the strength that comes from numbers, from collaboration, from the prestige of the Schools with which they are connected, from abundant opportunity to test their work in practice, and from the cooperation of publishers, as well as that which comes from their own scholarship and their understanding of the nature of their task and the principles that underlie it.

Lingua Latina consists of four books, of which, unfortunately, only three are mentioned in the current advertisements of the publishers. The one omitted is *Praeceptor*, by Mr. S. O. Andrew, Headmaster of Whitgift School, Croydon. This is "A Master's Book", intended to explain to teachers how the other books, which are for the use of pupils, are to be used. Without it there will be difficulty in understanding clearly just what the method is which the authors advocate.

The book called *Primus Annus* begins the series for pupils. It consists of sixty-five *Lectiones*, in 67 pages, which are expected in most cases to require more than one hour of class-work. Forty-three pages of *Ars Grammatica*, a brief grammar in Latin, follow. Then come four pages of Latin words arranged under headings such as *Ludus*, *Domus*, *Animalia*, *Corpus*, *Exercitus*, *Tempus*, etc.

The nature of the material for the lessons will be best understood by quotations. First comes *Prima Lectio: Litterae et Pronuntiatio*—merely a title. *Secunda Lectio* comprises six lines of print as follows: *Recita, responde, surge, conside, dic, veni. Quid facis? Recito. Quid facio? Recitas. Quid facit?*

Recitat. Recitate, respondete, surgite, venite. Quid facitis? Recitamus. Quid facimus? Recitatis. Quid faciunt? Recitant.

The Preface says quite rightly that "it will be obvious" that "these first lessons" are "mere adumbrations, which leave the teacher scope for filling in".

By way of showing how the material provided is to be used, there are about two pages and a half of Introduction in *Primus Annus*, and in *Praeceptor* fourteen pages of Examples of Lessons, which furnish explanations and suggestions on twelve of the sixty-five *Lectiones*.

ASHLAND, N. H.

THEODOSIUS S. TYNG.

REVIEWS

Aegean Archaeology. An Introduction to the Archaeology of Prehistoric Greece. By H. R. Hall. With many Illustrations and a Map. London: Philip Lee Warner; New York: G. P. Putnam's Sons (1915). Pp. xxi+270. \$3.75.

In *Aegean Archaeology* Mr. H. R. Hall, of the staff of the British Museum, undertakes a fresh summary of the recent discoveries relating to the prehistoric civilization of Crete and Greece. Mr. Hall's qualifications for this task are well known; he is thoroughly versed in the archaeology of Egypt and Babylonia and brings to his work a comprehensive view of the comparative archaeology of the Mediterranean area in the third and second millenniums B. C. He is, moreover, an indefatigable traveller in Greek lands. The sites which he describes he has visited generally more than once and with the excavators themselves he is well acquainted, so that a book by him may be expected to bring the latest news from the field. This expectation is in part fulfilled. The illustrations include views of the recently excavated sites, many of them from Mr. Hall's own photographs, and a number of reproductions of the gold ornaments and stone vases from Mochlos and the recently discovered frescoes from the later palace at Tiryns. Mr. Hall achieves, moreover, a certain freshness of treatment by his orderly arrangement, according to which he does not separate the archaeology of Mycenae from that of Crete, but treats first of the excavations, whether on the mainland or on the islands, then of the pottery, the goldwork, the architecture, etc. But in spite of this orderly arrangement and the fact that the author takes account of the latest discoveries, the book will hardly supersede the earlier works of similar scope, such as Mr. and Mrs. Hawes's *Crete the Forerunner of Greece* (see *THE CLASSICAL WEEKLY* 4.166), or Mr. Burrows's *The Discoveries in Crete* (see *THE CLASSICAL WEEKLY* 2.242, 7.84), for it is marred both by inaccuracies and by hasty writing. Thus, on page 73, the red and black mottled ware, first found at Vasiliki, is assigned to the early Minoan III period, whereas it is more characteristic of the Early Minoan II period. This mistake leads to the statement that the stone vases from Mochlos are to be assigned to the same

Early Minoan III period, although the majority of the Mochlos tombs with the stone vases and jewelry they contained were used in the Early Minoan II period. On page 91 the beautiful bottle with marine ornament found by Mr. Hogarth at Zakro is stated to come from Palaioakastro, and on page 167 is the declaration that "the shaft graves of Mycenae are earlier though probably not much earlier" than the Late Minoan III period. But it has long been known that some at least of the objects found in the shaft graves go back to the Middle Minoan III period. It is somewhat startling to read on page 234 that a "relief fragment" in the "British Museum Mausoleum room" is by Skopas. Many, moreover, will take exception both to the following estimate of early Melian art and to the English in which it is expressed (85-86):

And the Cretan was right if he avoided such atrocities as the dreadful procession of goggle-eyed fishermen each holding a dolphin by the tail which is seen on the "Fisherman Vase" from Phylakopi. With this masterpiece of Melian art before us, and the terrible sploidy birds in bad purple paint on a light ground . . . which ornament the queer wineskin-like Melian vases of M. C. III, it is no wonder that the Cretan conquered when he came. He had already come in M. M. II

And, lastly, in a book that bears the date 1915 it is a pity that there should not be included at least a reference to the new chryselephantine snake-goddess recently acquired by the Boston Museum.

THE MUSEUM, UNIVERSITY OF
PENNSYLVANIA.

EDITH HALL.

Anecdotes from Pliny's Letters. Edited, with Introduction, Notes and Vocabularies, by W. D. Lowe, Oxford: at the Clarendon Press (1913). Pp. 96. 40 cents.

This little book belongs to the series known as The Oxford Elementary Readers. In accordance with the plan of the series, it includes English-Latin exercises and an English-Latin Vocabulary, and is evidently intended for what corresponds to the second year of our High School course. In view of this intention the language of the Introduction and the Notes is a strange mixture of maturity and words of one syllable. The grammatical references are confined to the Clarendon Press Elementary Latin Grammar. The text is based upon epistles wisely chosen for their intrinsic interest and this material is simplified—beginning with sentences one long and gradually increasing in difficulty. Yet even with this simplification the availability of Pliny for beginners is debatable, for the range of his vocabulary is wide and the time spent in committing rare words at that stage is a dead loss. The English-Latin exercises are sufficiently simple, involve the vocabulary of the Latin text and are preceded by a statement of the grammatical rules illustrated in each assignment. The press work is accurate and attractive.

COLUMBIA UNIVERSITY.

W. S. MESSER.

THE PHILADELPHIA SOCIETY FOR THE PROMOTION OF LIBERAL STUDIES

The first annual meeting of the Philadelphia Society for the Promotion of Liberal Studies was held on Saturday, March 27, at the Drexel Institute. For the programme see THE CLASSICAL WEEKLY 8. 160. A letter from Dr. Hollis Godfrey, President of Drexel Institute, and the cordial welcome which Dean Arthur Roland extended to the members showed that Drexel Institute, although standing primarily for vocational training, is a warm champion and loyal friend of the liberal studies.

Professor Dennison, President of the Society, found much of encouragement and promise in its first year of work. Through public addresses, extension lectures for Secondary Schools in Philadelphia and its vicinity, and the issue of a numbered Bulletin, a well-defined effort to develop public sentiment has been begun. The treasurer reported a membership of nearly four hundred.

Dr. Robert Ellis Thompson, Principal of Central High School, deplored "the mischievous tendency to materialism behind the condemnation of the Classics", and eloquently urged "that training which treats the child not as a creature of the present moment, but of all the centuries behind", since "the great side of man's life is not in the multitude of his possessions".

Professor G. Duncan Spaeth, of Princeton University, discussing Liberal Studies from the Standpoint of a Professor of English, held that "The cultural is the greatest value of the Classics. The aim of the liberal studies is to give ideals". Hon. Dimmer Beeber, President of the Commonwealth Title Insurance and Trust Company, speaking of the Value of Liberal Training in the Professional and Financial Worlds, said that to the lawyer the liberal studies gave accuracy in the use of words and clearness in the construction of sentences. While their effect on the man in the financial world is less direct, he continued, it is none the less real, since they alone keep him from becoming a part of the machinery with which he has to do.

The following officers were elected: President, John C. Rolfe, University of Pennsylvania; First Vice-President, Arthur L. Wheeler, Bryn Mawr College; Second Vice-President, Ellis A. Schnabel, Northeast High School; Secretary, Jessie E. Allen, High School for Girls; Treasurer, Franklin A. Dakin, Haverford School; Executive Committee, Richard M. Gummere, Haverford College, M. Gertrude Bricker, West Philadelphia High School for Girls, Lilian C. Jones, Miss Hill's School, George A. Walton, The George School, Thomas B. Prichett, Girard Trust Co., Walter Dennison, Swarthmore College.

JESSIE E. ALLEN, *Secretary*.

THE CLASSICAL CLUB OF PHILADELPHIA

The 119th meeting of The Classical Club of Philadelphia was held on March 26. Professor Franklin Edgerton read a most interesting paper on The Greek and Hindu Drama. After giving an account of the wonderful complexity of the strict rules laid down by the Hindu dramaturgical text-books for the construction of dramas, and their faithful and minute observance by the dramatists, he discussed the question of Greek influence on the development of Hindu dramatic art. He concluded that there was little or no probability that such influence existed, since India possessed a well developed drama before it could well have come in contact with Greece, and since even the most striking